



Including  
Infants and Toddlers  
with Disabilities

## An Inclusion Story

Session 6

# SpecialQuest

Multimedia Training Library

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*Supporting Infants and Toddlers with Disabilities  
and Their Families in Inclusive Settings*

Developed by

**The Hilton/Early Head Start Training Program**

California Institute on Human Services | Sonoma State University



SESSION  
6



## An Inclusion Story

### Facilitator's Planning Worksheet



2 hours total

SESSION

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## An Inclusion Story

### Learning Outcomes

- ♦ Participants will note what they've learned and reflect on their feelings about inclusion after viewing Christopher's Story.
- ♦ Participants will discuss what inclusive services in "natural environments" means for infants and toddlers with disabilities and their families and for service providers.
- ♦ Participants will identify strategies for providing coordinated, comprehensive, family-centered services through partnerships among families, early care and education, and early intervention programs.

Agenda	Length	Facilitator
Introduction and Overview	5 minutes	
Agree on Ground Rules	5–10 minutes	
Christopher's Story	45 minutes	
View DVD: <i>Christopher's Story</i>	30 minutes	
Large-Group Discussion	15 minutes	
Inclusive Services in Natural Environments	45 minutes	
Lecturette	10 minutes	
Small-Group Discussion	20 minutes	
Large-Group Share-Back	15 minutes	
Wrap-Up	5 minutes	
Reflections/Continuous Improvement	10 minutes	

## Icon Key



Chart



Note



Handouts



DVD



Key Point

## Facilitator Team

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 Name/Family Voice

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 Name/Early Care and Education Voice

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 Name/Early Intervention Voice

## Presentation

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 Date/Time

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 Location

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 # of Participants

## What you will need:



## Equipment:

- ☐ LCD/DVD/Monitor



## Charting Equipment:

- ☐ Flip chart and markers
- ☐ Masking tape or pins



## Handouts (English/Spanish):

- ☐ #1 Learning Outcomes
- ☐ #2 Acknowledgements: *Christopher's Story*
- ☐ #3 Guided Viewing: *Christopher's Story*

## Important Considerations

This session is an example of one of many ways the DVD *Christopher's Story* can be used. Participants will have an opportunity to view and discuss a variety of examples of how the family, the service providers, and the community created a warm supportive setting for Christopher and his family.

One question that is often asked is why Christopher's father does not speak in the DVD. Although we see how close he is to his son, he chose not to be interviewed.



## An Inclusion Story



## An Inclusion Story

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### *Facilitator's Script*



2 hours total



5 minutes



## An Inclusion Story

### Introduction and Overview

Welcome to our session, "An Inclusion Story." My name is \_\_\_\_\_. I represent the voice of \_\_\_\_\_ (family, early intervention, early care and education). Facilitating with me today are \_\_\_\_\_ (name/voice) and \_\_\_\_\_ (name/voice).

**Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.**

In this session you will have an opportunity to think about why and how to provide services to young children with disabilities and their families in inclusive environments and to hear what has worked for one child and his family. You will also identify and discuss strategies to create inclusive environments that address family priorities, resources, and concerns. It is a reminder of why we are all here—for the child and family.



**Add participant introductions/openers, as needed.**

**Review the Learning Outcomes and Agenda.**

**See Facilitator's Guide.**

## Learning Outcomes



### Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ♦ *Participants will note what they've learned and reflect on their feelings about inclusion after viewing Christopher's Story.*
- ♦ *Participants will discuss what inclusive services in "natural environments" mean for infants and toddlers with disabilities and their families and for service providers.*
- ♦ *Participants will identify strategies for providing coordinated, comprehensive, family-centered services through partnerships among families, early care and education, and early intervention programs.*

## Agenda

Agree on Ground Rules

Christopher's Story

- View DVD: *Christopher's Story*
- Large-Group Discussion

Inclusive Services in Natural Environments

- Lecturette
- Small-Group Discussion
- Large-Group Share-Back

Wrap-Up

Reflections/Continuous Improvement





5–10 minutes



## Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.



45 minutes total



30 minutes

## Christopher's Story

### View DVD: *Christopher's Story*

In the DVD you're about to see, Christopher's family and the Port Gamble S'Klallam Early Head Start Program share their story of how they and their local early intervention program worked together to provide inclusive services in their community.

Christopher was diagnosed with spina bifida before his birth. He had a number of needs, so it was necessary for service providers from a variety of agencies, both on and off the reservation, to work together with his family and with one another. The services were guided by Christopher's family's clear vision—that Christopher needed to get his services in the setting that was most natural for them: the Early Head Start program on the reservation.

During Christopher's first 3 years, early intervention staff traveled more than 40 minutes from their center to provide services to Christopher and his family at the Early Head Start program and in his home. Just before this DVD was filmed, Christopher turned 3. The local preschool special education program provided services to him while he attended the Head Start program located on the reservation.

It is now our privilege to introduce you to Christopher Charles and his parents, Penny Purser and Delbert Charles; his family and community; and the many service providers who have been and continue to be part of Christopher's life. Christopher's father chose not to speak during the making of the DVD, although he wholeheartedly supported this production. We honor his choice. While Delbert Charles did not speak, you'll see many images of him and his family. We are grateful to Christopher's family and to the S'Klallam community for sharing their experiences with us.

You know the stories of the families you serve. Their stories may be very different, and your community may be different as well. But the process of people communicating and supporting families' wishes and dreams should be the same.

**Handout #2: Acknowledgements: *Christopher's Story*****Handout #3: Guided Viewing: *Christopher's Story***

Please take out the Guided Viewing Handout #3. As you watch the DVD, think about the three questions on your handout:

- ◆ *What are the family's hopes and dreams for Christopher?*
- ◆ *What did the family and some of the Early Head Start and early intervention providers tell us about how this collaboration worked for them?*
- ◆ *What strategies did the team of people involved (family, Early Head Start, child care, early intervention, Head Start) use to put their plan for Christopher in motion?*



Start DVD: *Christopher's Story* (25 minutes)



15 minutes

## Large-Group Discussion



*What reactions do you have to the DVD?*

*What images stood out for you the most?*

*What challenges and effective strategies did you notice?*



**Allow the group to discuss each of the questions above.  
Encourage everyone in the group to share ideas.**

We will discuss the DVD further in a few moments.



45 minutes total



10 minutes



## Inclusive Services in Natural Environments

### Lecturette

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*How many of you have heard the term,  
“natural environments”?*

*What does it mean to you?*

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**Allow time for several responses.**

Natural environments are defined in the Individuals with Disabilities Education Act (IDEA) as those typical routines, settings, or interactions where infants or toddlers would be whether they had a disability or not. With many families, early care and education programs (for example, Early Head Start and child care) are “natural environments.”

Let’s think about Christopher’s life.



*What typical settings, routines, or interactions were part of his family's life?*



**Add any of the following key points not mentioned by group.**

- ♦ *The involvement of Christopher's extended family and many tribal members in his life*
- ♦ *The Early Head Start Program and its extended child care program*
- ♦ *The playground*
- ♦ *Going for walks in the forest and at the beach*
- ♦ *Going for rides in a car*
- ♦ *Everyday routines of family life (for example, mealtimes, getting dressed)*
- ♦ *Community events*

Early intervention services enhance an infant or toddler's development by providing services in the context of what is natural for the child within his or her family's life. As we saw in the DVD, providing services in this way requires collaboration and coordinated planning among the family, the early care and education program, the early intervention program, and the community.



20 minutes

### Small-Group Discussion

You can discuss the DVD further in small groups using the handout, "Guided Viewing: *Christopher's Story*." You have 20 minutes, and then we will come back together and you can share your ideas.



15 minutes

### Large-Group Share-Back



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*What are the family's hopes and dreams for Christopher?*

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**Add any of the following key points not mentioned by the group:**

- ♦ *Be as independent as he can be*
- ♦ *Be strong and giving*
- ♦ *Be a member of his community*



*What did the family and some of the Early Head Start and early intervention providers tell us about how this collaboration worked for them?*



**Add any of the following key points not mentioned by the group:**

- ♦ *Providers created a sense of rapport with the family—they didn't dictate what to do.*
- ♦ *Christopher felt the most comfortable with the child care staff.*
- ♦ *The early intervention team respected this relationship and asked staff for advice on how to deliver services.*
- ♦ *The Early Head Start program was the primary location for specialized services.*
- ♦ *Tribal values are important to Christopher's family, and these values were respected by all service providers.*



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*What strategies did the team of people involved (family, Early Head Start, early intervention) use to put their plan for Christopher in motion?*

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**Add any of the following key points not mentioned by the group:**

- ◆ *The child care teacher always let the family know how Christopher did during the day.*
- ◆ *The Early Head Start teacher was involved in the individualized education plan (IEP) meeting.*
- ◆ *Occupational therapy (OT), physical therapy (PT), and speech therapy were provided in the child care setting.*
- ◆ *Additional therapy was provided during home visits on Saturdays, when the mother was not at work.*
- ◆ *Family members volunteered in the center, and the mother served on the Head Start Policy Council.*
- ◆ *The Early Head Start staff learned from the family.*





5 minutes

## Wrap-Up

This session showed us how collaborative partners worked together to support Christopher and his family. It was not always easy to do, but the family, the Early Head Start program, child care, the early intervention partners, and Christopher's community joined together to create inclusive environments that addressed family priorities, resources, and concerns. This provides a moving example of why we are all here—for the child and family.



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*Are there any questions or comments about the training today?*

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**Review Learning Outcomes.**

**See Facilitators' Guide.**



10 minutes

## Reflections/Continuous Improvement

We would like to give you an opportunity to think about how this session applies to your work situation. Please take a few minutes and list 2–3 strategies you can start to use right away.



**Gather Continuous Improvement feedback.**

**See Facilitator's Guide.**

Your suggestions for improvements help us to make our sessions responsive to your needs as learners. We'd like to hear about what worked for you in this session and what could be done to improve.



Divide a piece of chart paper into 2 columns, as shown.  
Entitle 1 column **"What worked?"** and the other column **"Suggestions for Improvement."**

What worked?	Suggestions for improvement

Chart participants' comments without rebuttal or discussion. Facilitators can act on these suggestions, as appropriate, in future training sessions.





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*What worked for you today?*

*What suggestions for improvement do you have?*

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Thank you for your participation today.

**End training session**



## Learning Outcomes

- ♦ *Participants will note what they've learned and reflect on their feelings about inclusion after viewing Christopher's Story.*
- ♦ *Participants will discuss what inclusive services in "natural environments" means for infants and toddlers with disabilities and their families and for service providers.*
- ♦ *Participants will identify strategies for providing coordinated, comprehensive, family-centered services through partnerships among families, early care and education, and early intervention programs.*



### Session 6 Handout #1



## *Christopher's Story*

### Acknowledgements

We would like to acknowledge the following individuals and programs for their incredible contributions to the development of this DVD. *Christopher's Story* was produced by Joan E. Porter and Gary Christian Film and Video, in collaboration with the Hilton/Early Head Start Training Program in 1999. Many families and service providers participated in the videotaping and interviews, while others offered us the help and hospitality that made the project possible. Our sincere appreciation is extended to each of them and to their families and their colleagues behind the scenes:

- ◆ Julie Alton, Early Intervention Physical Therapist, Holly Ridge Developmental Center, Bremerton, Washington
- ◆ Carrie Callihoo, Child Care Provider, Port Gamble S'Klallam Head Start, Kingston, Washington
- ◆ Christopher Charles, Head Start Child, Kingston, Washington
- ◆ Delbert Charles, Parent, Kingston, Washington
- ◆ Children, Families, and Staff, Early Childhood Programs, Port Gamble S'Klallam Head Start, Kingston, Washington
- ◆ Jacki Haight, Director, Early Childhood Programs, Port Gamble S'Klallam Head Start, Kingston, Washington
- ◆ Gerald J. Jones, Tribal Chairman, Port Gamble S'Klallam Tribe, Kingston, Washington
- ◆ June Jones, Education/Disabilities Manager, Port Gamble S'Klallam Head Start, Kingston, Washington
- ◆ Beth Kelton, Special Education Teacher, North Kitsap School District, Kingston, Washington
- ◆ La Donna Kenney, Early Intervention Occupational Therapist, Holly Ridge Developmental Center, Bremerton, Washington
- ◆ Jill Moran, Nutritionist, Port Gamble S'Klallam Head Start, Kingston, Washington
- ◆ Abbie Pack, Early Childhood Special Education Coordinator, North Kitsap School District, Kingston, Washington
- ◆ Ellen Price, Aunt, Kingston, Washington
- ◆ Irene Purser, Grandmother, Kingston, Washington
- ◆ Penny Purser, Parent, Kingston, Washington
- ◆ Patti Schroeder, Early Intervention Nurse (Service Coordinator), Holly Ridge Developmental Center, Bremerton, Washington
- ◆ Marcy Sparks, Child Care Coordinator, Port Gamble S'Klallam Early Head Start, Kingston, Washington
- ◆ Chad Sullivan, Teacher/Parent Specialist, Port Gamble S'Klallam Head Start, Kingston, Washington

#### Session 6 Handout #2



## Guided Viewing: *Christopher's Story*

As you watch the DVD, consider the following questions:

*What are the family's hopes and dreams for Christopher?*

*What did the family and some of the Early Head Start and early intervention providers tell us about how this collaboration worked for them?*

*What strategies did the team of people involved (family, Early Head Start, early intervention) use to put their plan for Christopher in motion?*

### Session 6 Handout #3